

WHAT IS CLAIMED IS:

1. A method for teaching second-language writing skills using a user-written second-language document, comprising:

selecting a first language of a user, a second language of instruction for the user and a writing culture;

analyzing the second-language document using a theory of discourse analysis;

identifying at least one flaw in the second-language document based on the writing culture;

displaying contextually relevant remedial information for at least one of the at least one identified flaws.

2. The method of claim 1, wherein the second-language document is analyzed to identify differences with the writing culture.

3. The method of claim 2, wherein flaws in the second-language document are identified based on the writing culture and previously identified flaws for documents written in the second language and on the selected writing culture when written by first-language writers.

4. The method of claim 3, wherein flaws in the second-language document are identified based on differences with the selected writing culture and similarity to at least one previously-identified flaw for documents written in the second language and on the selected writing culture when written by first-language writers.

5. The method of claim 1 wherein the remedial information is a structural representation of discourse for at least one of the first-language writing culture, the second-language writing culture and the at least one previously-identified flaw.

6. A system useable to teach second-language writing skills using a second-language user document, comprising:

an input device;

an analyzing circuit routine or manager;

a linguistic flaw memory;

a writing culture memory;

a controller that selects a first language, a second language and a writing culture from the input device, analyzes the second-language user document

